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A Method for Supervision of Rural Schools in Hill Towns of Massachusetts

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Introduction.

Rural schools in Massachusetts may be grouped for the purpose of this thesis into two classes:

1. Those near cities or in villages. Such schools are easily accesible, may be consolidated , and often contain the lower grades only.

2. Those in hill towns in remote sections of the State. Such schools are small, are far apart, contain all grades, and are usually so situated that consolidation is impractical or impossible.

Purpose of this Thesis.

The purpose of this thesis is to show how schools in the second group mentioned above may be supervised with a minimum of time and a maximum of efficiency. The ways to be indicated herein have been tried out in a group of hill towns in Massachusetts by the writer and are his solution of the big problem that confronts the rural superintendent of schools, namely, how to get the work done when no clerical assistance is furnished, and when distances are so great that a big percentage of the time must be spent on the road in travelling from school to school.

Certain Brief Data.

In order that the reader may understand the problem better, two tables are here inserted. These statistics are taken for the most part from actual field notes made by the writer in 1916.

Table I General Data.

a. Name of the supervised territory--

Granville School Union.

b. Names of towns in the Union---

Granville, Tolland, Sandisfield, Southwick.

c. Location of the towns---

On the Connecticut border in Hampden and Berkshire Counties.

d. Extreme distance from east to west--thirty miles.

e. Extreme distance from north to south--eight miles.

f. Population of the towns: (Census of 1910)

Granville	781	
Tolland	180	
Sandisfield	566	Total 2547
Southwick	1020	

g. Superintendent lives in town of Granville.

Note: Distance to Sandisfield is so great that one entire week in each month has to be spent away from home.

h. Total number of schools 29

i. Total number of one-room schoolhouses 25

j. Total number of two-room schoolhouses 2

k. Average distance in miles from the Superintendent's home to schoolhouses 7 plus

Discussion of Table I.

This table is designed to bring out the idea that the hill towns of Massachusetts are thinly populated, are relatively large in area, and are hard to reach either by horse or by automobile.

In the particular towns in this Union - the Granville School Union - the geographical conditions are more unfavorable than in almost any other group of hill towns in Massachusetts. To prove this point it is only necessary to describe the territory somewhat in detail. This will be done by describing each town in turn, beginning at the eastern end of the group.

Southwick.

Southwick is a prosperous farming town, devoting much of its rolling land to the growth of tobacco. Roads are fairly good with few hills and those not long nor steep. Distances between schools are not excessive. The New York, New Haven and Hartford Railroad makes Southwick quite accessible from Westfield on the north, and New Haven on the south, but does not help any in school supervision as all of the remaining territory in the Union lies to the west of Southwick and has no rail connection of any kind.

Granville.

Granville joins Southwick on the west and is a rugged hill town in the foot hills of the Berkshire Hills. Roads are rough and stony, hills are very long and steep, and the eight school houses are widely scattered, making the necessary travel to reach them very hard and tiresome. Granville's chief industry, aside from general farming, is a drum factory

employing fifty or more hands.

Tolland.

Tolland is a very thinly populated hill town directly west of Granville. It lies on a sort of plateau high up in the Berkshires, but on account of its natural isolation - it is sixteen miles from the railroad - it has been unable to keep pace agriculturally with the more favored valley towns of the State . Much of the land in the town has been purchased by New York sportsmen and is held for fish and game preserve purposes. This decline in the number of occupied farms has reduced the number of schools to one. The problem of keeping the roads open for the transportation of the school children to the one surviving school has become a hard financial burden.

Sandisfield.

This town is situated right in the midst of the Berkshire Hills in the southeastern corner of Berkshire County. It is the only town of the group in Berkshire County and is directly west of Tolland. Owing to the migration of the younger people to the cities in years past and to the passing on of the older people in the natural course of time, Sandisfield has declined greatly in population and prosperity from its earlier days. Of late, however, its abandoned farms are being repopulated by Jewish families from the cities. Very poor roads - often impassible during the winter and spring - and the great area of the town, which is roughly eight miles from north to south and six miles from east to west, make it very difficult to visit regularly the widely scattered schools.

This description, showing how the towns are arranged in a row from east to west, no three towns touching each other, will explain why this group of towns has been called "The Shoestring District"; and it will also show that, because of the very rugged topography of the country and the long hard winters and springs, a horse must be depended upon for travel rather than the time-saving automobile, which could be used during a few weeks only of the school year.

Table II --- Enrollment Data, July 1, 1916.

Name of Town	School	Grades. I	II	III	IV	V	VI	VII	VIII	IX	Total	
	#1	2	2	1	0	2	2	0	0	2	11	
	#2	10	7	4	2	1	0	2	0	1	27	
	#3	9	3	2	6	1	3	2	0	1	27	
San	#4	1	1	3	1	0	2	2	1	1	12	
dis	#5	4	1	0	3	1	0	0	3	0	12	
field	#6	7	0	3	7	3	2	0	2	3	27	
	#7	3	2	1	0	0	3	0	0	3	12	128
Tolland	#1	7	8	3	3	8	2	1	0	0	32	32
	#1	6	2	2	2	0	2	0	1	0	15	
	#2	4	1	4	3	0	5	2	0	2	21	
	#3	upper grades only				9	5	6	7	7	34	
Gran	#4	0	1	0	0	1	0	0	4	0	6	
ville	#5	3	1	1	2	4	0	2	0	2	15	
	#6	3	1	0	0	3	1	1	2	1	12	
	#7	5	6	4	6	1	Lower grades only				22	
	#8	0	2	0	0	1	1	1	0	1	6	
	#9	0	1	1	1	2	0	1	0	2	8	139
	#1	Commercial two year course								(9)	9	
	#2	5	3	6	0	0	3	2	3	0	22	
	#3	Upper grades only						7	10	10	27	
	#4	7	4	4	1	6	3	2	-	-	27	
*	#5	3	3	1	0	1	3	5	-	-	16	
South	#6	2	4	3	2	4	0	1	1	0	17	
wick	#7	4	1	1	1	2	0	1	-	-	10	
	#8	10	4	4	4	0	7	-	-	-	29	
	#9	9	3	6	2	4	5	1	-	-	30	
	#10	7	1	2	0	3	3	0	-	-	16	
	#11	3	0	3	0	3	5	2	2	-	18	
	#12	4	0	1	1	0	0	0	2	-	8	229
TOTALS		118	62	60	47	60	57	41	38	36	(9)528	528

* Pupils in Southwick may and usually do attend a central grammar school for grades VII, VIII, and IX.

Discussion of Table II.

This table is inserted to show the number of schools, the size of each school, and the arrangement of children by grades for each town in order to make it clear that the units are so small that the method of supervision as explained later in this thesis is feasible for small schools.

General Plan of Presentation of Body of Thesis.

In order that the need for some systematic method of supervising may be made clear and also for the purpose of showing why the particular devices herein to be explained were evolved, the subject will now be treated on the basis of a year's work in the field and will be presented in the order of work as undertaken by the Superintendent of Schools during the twelve months beginning in September at the opening of the school year. However, it should be clearly understood that this thesis is not a survey of a school system, nor a description of a year's work in a supervisory district, but rather that it is the presentation of a method for supervising any group of scattered rural schools.

Opening of the School Year.

Assuming that teachers are all hired, boarding places arranged for them, and schoolhouses and children in readiness for the opening of school, it is the duty of the Superintendent during the first few days of school to make a quick round of

his schools. This will require a week at the very least and longer if an automobile is not used for travel. The things to be done on this first visit must be few and must be very definitely mapped out in advance. Such items as the following must be taken up:

Checking enrollment.
Explanation of registers and plan books to new teachers.
Grading of pupils as partly arranged in June previous -- Some unexpected pupils may have appeared.
Requisitions for textbooks and supplies that could not be estimated in the summer.
Answering questions that must be asked before the year can be correctly started.
Any other points that appear to be pertinent.

At the end of this first round, the teachers should be called together for a meeting. If possible, the entire force of twenty-nine teachers should be assembled, but distances almost invariably prevent and smaller units must be grouped-- either the teachers in one town or those from a group of schools fairly near together. This meeting should serve three purposes, viz.,

1. Business meeting for routine matters.
2. Educational talk or discussion by
   Superintendent or
   Some other speaker.
3. Social meeting.
   This phase of the meeting is important as it affords the only chance of the year for teachers to get acquainted outside of the local school center: in the winter months social intercourse is impossible.

The next series of visits to the schools will cover at least a month, allowing but one visit to each school. These visits should be long enough to give time for hearing classes, discussing and making the program with the teacher, teaching a class for the teacher if expedient, and for collecting new data and checking older data.

Now that the schools are well under way, the procedure for the year becomes more or less routine and follows the monthly cycle outlined above.

Need of Systematic Records.

The tables and the description of the work of the Superintendent as given above have been presented to show that it is essential for the Superintendent to be in the field as much as possible and to have at hand at all times such information, such notes, and such advance data as will enable him to take up with the teacher or parents or others in the school community ALL matters that should be considered when he makes his monthly trip. It is no easy matter to retrace steps because one or two points were forgotten. It is much easier to arrange things so that the school business is more or less automatically at hand. With this in view, the writer has devised a method the basis of which is a number of portable folders.

FOLDERS (1)

These folders are common manila folders of a size to take sheets eight and one half inches by eleven inches. Each folder has a projecting tab upon which is entered the title of the folder, so written that the entire set of folders may be filed vertically and arranged alphabetically either in an office drawer or in a hand bag that is carried about. The outside measurements of the folders used are eleven and seven eighths inches by eight and seven eighths inches.

The folders used bear the following classifications:

I "General"
II "Committee"
III "Schools"
IV "Teacher's Meetings"
V "September"
VI Special
VII "Miscellaneous"

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(1) For specimen of a model of a folder see Appendix A.

I "General" Folder (2)

The "General" folder contains the following material arranged in the order in the folder as here stated:

a. Certain data on the folder itself.

b. A sheet labelled "Visits in General".

c. A sheet labelled "Things to be Done".

d. A sheet labelled "Teaching Force".

e. A sheet labelled "School Calendar".

f. A sheet labelled "Committee".

g. A sheet labelled "Teacher's Meetings".

h. Any other material.

Description of the Material in "General" Folder as Listed Above (3)

a. Certain data on the folder itself. (4)

On the inside of the folder itself is entered the enrollment of the different schools. This is revised frequently to enable one to answer readily the often asked question---"How many school children are there in town now?"

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(2) For model of a "General" folder see Appendix A.
(3) In appendix B will be found illustrative or specimen sheets for each item "a" to "h" inclusive of a "General" folder as here described. This "General" folder and its contents are fully described and specimen sheets inserted in the appendix so that the reader may get a complete and full idea of how the method works. For other folders, typical or especially important sheets only will be inserted in the appendix.
(4) For illustrative material see Appendix A page ii, and Appendix B pages ii, iii, xi, and xii.

b. A sheet labelled "Visits in General". (5)

Upon this sheet is typewritten such items as it is necessary to remember at each visit to the school. These would include references to such items as the following: register, program, progress record book, monthly report (6), supplies, boys' and girls' clubs, texts labelled, extension library book sets, school calender, inventory and similar data, data regarding teacher, data regarding children, promotions, state and other wards, tests, grading and report cards, flag, teachers' meetings, conventions, visiting days, etc., etc.

c. A sheet labelled "Things to be Done". (7)

Here are entered all sorts of items that must be noted down in order not to be forgotten. Such items as "get buggy repaired", "follow up blind boy's application for Perkins Institute", and "settle transportation bills" would be found here with many others. This sheet is placed in the "General" folder because if filed there it is always at hand, for the writer makes a point of rarely being without the "General" folder.

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(5) For a specimen sheet see Appendix B pageiv.
(6) For sample of a report blank see Appendix C.
(7) For a specimen sheet see Appendix B page v.

d. A sheet labelled "Teaching Force". (8)

This is a sheet upon which is tabulated data concerning the teaching force in the school union under the headings "Name of School" "Name of Teacher" "Tel. No." "P. O. Address" "Salary". This sheet is carried for ready reference, as it very often happens that it becomes necessary to communicate with a teacher at once.

e. A sheet labelled "School Calender." (9)

Upon this sheet is tabulated such data as will give the dates of beginning, dates of closing, and the number of weeks in each term for the different schools. It must be remembered just here that rural schools have to fit the school term to the weather, and hence terms vary for different schools.

f. A sheet labelled "Committee". (10)

On this sheet notes are made from time to time in order to serve as reminders of matters to be taken up at committee meetings. This sheet soon contains items that are standard, that is, that may apply to any one of the four towns at any committee meeting. Items that apply to a single town only are eventually transferred from this "Committee" sheet to the "Committee" folder, which is described later on page 14.

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(8) For an illustrative sheet see Appendix B page vi.
(9) For an illustrative sheet see Appendix B page vii.
(10) For illustrative sheet see Appendix B page viii.

g. A sheet labelled "Teachers'Meetings". (11)

On this sheet is recorded memoranda of such matters as it may be necessary or desirable to bring up at future teachers' meetings. Memoranda from here eventually reach the "Teachers' Meetings" folder.

h. Any other material. (12)

Other material that it is desired to have at hand at any time is also carried in the "General" folder. Advance programs of meetings, letters received, copies of letters sent, blank forms, notices, etc., have been carried here, and have proved worth while.

II "Committee" Folders.

There are four "Committee" folders----one for each town. Each folder contains the following:

a. On the folder itself entries showing dates of previous meetings, place where meeting was held, and who were present.

b. Notes made by Superintendent at previous Committee meetings held during the current school year and notes from Committee meetings held in previous years if such notes are likely to be needed. These memoranda are more important than

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(11) For illustrative sheet see Appendix B page ix.
(12) For illustrative sheet see Appendix B page x.

would seem at first thought, because many times meetings are held when the Secretary of the School Committee does not have any minutes of previous meetings or does not bring them to the meeting.

c. Bills for payment. These are usually bills which have been rendered to the Superintendent for his approval before payment.

d. Samples, catalogues, circulars, etc., to be used in presenting arguments for supplies, equipment, etc.

e. Any other applicable material that is not too bulky.

III "School" Folders.

Each school is assigned a folder which is labelled on its projecting tab---for example:

"Schools" "Southwick" (Name of town.) "Vining Hill" (Name of school.)

In each school folder are these things:

a. On the left hand page of the folder as opened entries to show dates and hours of visits made by the Superintendent. This is done in order that the Superintendent may have a record of when he has visited the school and also so that he can plan to make successive visits come on different days of the week and at different hours of the day. (13)

b. On the right hand page of the folder itself under a heading "Remarks", such entries are placed opposite

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(13) For specimen sheet see Appendix D page ii.

the time entries on the left page as will record any special events. Here have been written notes like "with school doctor", "tests in spelling", etc. This right hand page is covered by sheets in the folder and so is not seen by pupils and teacher when the folder is laid open on a desk in the schoolroom.

c. A rough sketch of the schoolroom on a single sheet, designed to show position of doors, windows, blackboards, desks, etc. This plan may well be made by a pupil and drawn to scale.

d. A series of sheets---printed forms if possible, otherwise mimeographed---to be used for collection of information and data regarding the building and surroundings. (14) These sheets may be given out to the teacher to be filled out by her with the assistance of the school children, or they may be filled out by the Superintendent himself. The collection of this information will be gradual. When the work is completed the sheets will be permanently filed for reference use in ordering materials for repairs or renewals. Data collected in accordance with these forms just mentioned has often proved of great value when such questions as repairs or renewals of floors, replacing of window lights, how many cords of wood can be stored, etc., come up. More than once a trip of several miles has been saved by having this data at hand.

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(14) For specimen sheets see Appendix D, pages iii and iv.

e. A sheet upon which is entered certain facts about the teacher. (15) Items to be entered here are--- date of record, name of town, name of school, name of teacher, name of person with whom teacher boards, distance of boarding place from schoolhouse, walks or rides to school, P. O. address, telephone number, training, experience, home address, remarks.

f. An individual record sheet for each child in the school. This might seem to make for a bulky set of folders but such has not proved to be the case in this group of hill towns. The next page will show in full page size just how these sheets are made and contains explanatory notes so that the reader may understand the symbols and abbreviations.

g. A copy of the daily program as used by the teacher is carried in this school folder. This is to enable the Superintendent to plan to reach the school at such times as will permit him to see regular work in its regular time and also it gives him a chance to make a comparative study of programs.

h. Miscellaneous or temporary sheets.

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(15) For illustrative sheet see Appendix D page v.

(Copy of individual record sheet as actually made.
Inserted at this point to illustrate item "f", page 17)

1916-2-7 (date record was made)

Sandisfield South Sandisfield School

Riiska, Lempi (name of child) VIII (grade)

1902-8-16 (date of birth) Finnish

½M (distance child lives from school) Walks.

Map #1 (this number is entered on a geodetic survey map opposite the house where the child lives)

Dinner at school (brings dinner to school)

Riiska, John (father's name) Farmer.

South Sandisfield, Mass. (father's address) No tel.

(All of the data to this point is made by the child if old enough to write. This gives specimen of penmanship)

Remarks:

6-2 Slow. Poor eyesight. Shy and diffident. Tries hard. History is hard. On whole "fair" scholar. Try IX next year. Parents want her to leave. Lempi wants to graduate.

9-26 IX O. K.

10-26 Absent much. History bothers.

(Note: On the reverse page of this individual record sheet entries of grades attained on tests given by Superintendent may be made. For specimen entry see over)

(This record becomes permanent and remarks are added from year to year until the child leaves school. In case the child goes to another town, this sheet is the basis for any report that may be required in the transfer.)
(Note: Once or twice a year the Superintendent and teacher should discuss each child thoroughly. Enter under "remarks" above, results of such conferences.)

IV "Teachers' Meetings" Folder.

This folder is little used in the field but is usually kept in the office file. Notes made and recorded on the "Teachers' Meetings" sheet are transferred to this folder by method explained on page 22 of this thesis. The "Teachers' Meetings" folder also contains records of previous teachers' meetings and any other material such as clippings, outlines, short book reviews, bibliography, etc., which can be used for future teachers' meetings.

V "September" Folder

This folder also is held in the office and receives a considerable number of sheets during the school year that are used during the summer in the preparation of new enrollment lists, inventory lists, etc., for the next school year.

VI Special Folders.

It often happens that some special matter comes up for consideration, and data from one or more schools is needed. A special folder is made out and carried about until the facts are collected. When such facts are all in, the particular special folder has served its usefulness and is discarded or permanently filed. Such cases have arisen, for example, when data was needed to make out reports about State Wards.

VII "Miscellaneous" Folder.

This, as the name implies, takes all material that has no place elsewhere.

How the Folders are Used.

Suppose that on November 10 a visit to South Longyard school in Southwick is planned. This school is seven or eight miles away and means an all day trip. To reach it the Superintendent must drive by the farmhouse of Mr. X, who is a member of the school committee of Granville. The Superintendent will place in his bag, which is made to receive vertical filing, the following folders, which he removes from the alphabetically arranged file in his office drawer---"General", "Committee Southwick", "Committee Granville", all of the "School" folders of Southwick and perhaps those of Granville---depending upon circumstances. A call is made at Committeeman X's and during a few minutes of general conversation the folder "Committee Granville" is withdrawn and glanced through. Several items are then discussed and perhaps others are entered---all of which will be in its place when needed at a la ter committee meeting, no matter how suddenly called.

Driving on to the South Longyard school, classes are found reciting. During the first few minutes of the visit the "General" folder and the particular folder for that school are glanced over without interrupting the school. The sheet marked "Visits in General" is carefully inspected and whatever items require attention at this school at this time are noted. At a

convenient break in the school work, the teacher is asked to produce register and progress record book and whatever else is desired. The school may then go on, or written work may be assigned and the teacher and the Superintendent confer together, or perhaps the Superintendent may take classes himself. In any case, the folders are such a complete reminder that very few things can escape notice. If the data for the building is not complete or if children have entered or left school since the last visit or if any other matter needs attention, all such things are considered at this visit.

To continue the day's trip, it may happen that the Chairman of the School Committee in Southwick meets the Superintendent of Schools and decides to call a meeting of the Southwick Committee for that evening. The Superintendent has all of the data he needs right with him and in a few minutes time can arrange it in proper shape, if it is not so already. The result is that business is very much expedited.

This description of a day in the field is typical of a great many days spent by the writer in his own work in the territory that is the background of this paper.

Accessories.

These are two in number, and they are, first, a portable typewriter and, second, a penny pad of paper.

Portable Typewriter.

This recent invention is something that a rural superintendent should have and use daily. It enables him to write

business-like letters at a schoolhouse, on the railway train, or at a hotel or farmhouse where he may be spending one or more days; it also gives him a chance to make carbon copies of letters and records; and finally it can be used to make the original entries for the folders.

Penny Pads .

The penny pad has been used by the writer constantly with excellent results. A penny pad is always carried in the coat pocket. Whenever it becomes necessary to make a memorandum and the sheets in the folders are not readily at hand---as happens when driving on a cold or wet day, or when meeting some person on the street, or when the appropriate folder has been left at home---a note is made on a single sheet from the pad and the sheet then removed and fastened to the back of the pad by a rubber band. During the day several such sheets may accumulate and usually do accumulate. At night, or at any other convenient time before reaching home, the small penny pad sheets are sorted and slipped into the folders to which they apply, there to be ready for instant use whenever the folder is withdrawn. This sorting and filing of slips comprises about all of the office work that must be done regularly.

How the Folders are Prevented from Becoming Unwieldy.

Every once in a while on a stormy day or on a Saturday the entire group of folders is thoroughly looked over. Obsolete matter is destroyed, inactive data is permanently filed, and a general reorganization of remaining material

is made. This entire operation, however, can wait indefinately because each folder has all material that fits the classification as represented in that folder always in its place---either on the standard eight and one half by eleven inch sheet or on the small slips of paper.

Closing of the School Year.

By this time the end of the school year is near. In order to close the year and be sure that everything is in hand, the sheets marked "Visits in General" and "Things to be Done" should be withdrawn from the "General" folder and a list of things prepared in part as follows:

Final List for Teachers (16)

Promotions arranged
Registers completed
Reserve supplies inventoried
Available textbooks inventoried
Data sheets completed
Graduations arranged
List of textbooks and supplies needed for fall
Tabulation of estimated school population for fall
Re-election of teachers

---

(16) This is a copy of a list as actually made by the writer.

Repairs needed or desired
Boys' and girls' club work recognized and facts recorded
"Ideal List" requested from each teacher (17)
Roll of honor made out
Tuition pupils' time figured

During the last round of visits this list is explained to each teacher and then at the close of the school year each teacher reports on each item. As the reports from each teacher come in, they are sorted and filed in separate folders, later to be used as the basis for reports, supply orders, summer repairs, advance information to new teachers, etc.

A very convenient way to check up this data, which is due from each teacher and which is likely to be received all at once, is to prepare a chart upon which a check mark or some other symbol indicates whether the teacher has reported on that item.

If the teachers all report on every item, then it becomes a relatively simple matter to thoroughly renovate the whole group of folders during the summer vacation in readiness for the coming school year.

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(17) "Ideal List" means a list of things desired for the school without regard to cost or possibility of having request granted.

Summary and Conclusions

In this thesis the writer has shown-

1. That schools in the hill towns of Massachusetts are few in number, small in enrollment, and far apart geographically.

2. That an effective method of supervision for such schools must be so devised that a minimum of time need be reserved for office work and a maximum of time may be allotted to field work.

3. That rural schools in the hill towns of Massachusetts may be adequately and efficiently supervised by a method which involves the use of a set of folders so arranged as to be very portable and so systematized that the first recorded data become the final data - filed and ready for instant use.

A P P E N D I X A

Containing Model of a Folder.

Model of a Folder.

This model is made one half actual dimensions and shows method of indexing.

Note: See inside of model.

GENERAL

(No entries are made on this page)

ALL TOWNS

Enrollment data

(Entries are made here as explained on page 11 of the thesis and as shown in full in Appendix B, page iii)

A P P E N D I X B

This appendix contains sheets representing the pages of a "General" folder and illustrative or specimen sheets "a" to "h" inclusive of a "General" folder as described on pages 11, 12, 13, and 14 of the thesis . This appendix--representing a "General" folder-is given in full in order that the reader may get a complete idea of the folder unit.

(For the other folders, only such sheets as are not readily explained in the body of the thesis will be shown in the appendices. For such sheets see Appendix D as referred to in the footnotes in the thesis)

Enrollment data for each town:

Date	Granville	Tolland	Sandisfield	Southwick
16-2-7	141	30	127	240
16-4-12	138	30	120	227
16-7-1	139	32	128	229

(This page represents page 2 of the "General" folder itself. Above are shown entries as actually made in a "General" folder used in field work. This illustration represents item "a" as described on page 11 of the thesis)

This page represents the first page of the "General" folder itself as described on page 10 of the thesis, and as shown on the model of a folder in Appendix A, page ii. In actual use, this page is entirely blank.

(Appendix B, page iii, is represented on the reverse of this sheet)

(This sheet is a copy of a sheet actually used in field work and is here inserted to illustrate item "b" as described on page 12 of the thesis)

Visits in General

Register

Progress Record book

Monthly Reports--why % varies-check--leave latest report.

Program

Eye and Ear tests

Supplies

Club work

Tests

Calender

Library books

Data incl inventories

Winter course at Normal School

Data regarding teachers

Data regarding children

Promotions

State Wards

Photograph of building and grounds and pupils

Save paper

Re-election

Grading in October

Flag

Ballot

Medical cards and vaccination

(Notes on this side of the page were additions in pencil as made from day to day)

Convention dues

Pension papers

Books labelled with name of the town

Nationality of children

Report cards

Convention program

Copy dates of visits

(This sheet is a copy of a sheet actually used in field work and is here inserted to illustrate item "c" as described on page 12 of the thesis)

Things to be Done

Elsie Wills---look up for VIII at Westfield

Eye and ear test material for fall

Sandisfield attendance rule

Tolland transportation rule

Tolland schoolhouse changes

Tolland blind boy

Supplies and inventories

Southwick report for Mrs. Stow

Sell old paper etc.

Diplomas

Examine monthly reports in detail

Promotion cards from Granville to Southwick

See Mr. Greenly

List of workers from Trask

Commercial School history--look up

Have Commercial School pupils typewrite forms etc.

Outline for Prof. Hart

Four dictionaries for Sandisfield

See Hart on transportation

Rubber stamps

"Holy Earth" --Prof. Phelan

District police at Springfield

Letters to new teachers

Letters to publishers

Reports to State

Mrs. Davis at Southwick

Phelps boy

Granville teachers meeting Sept 9

Require monthly report and year report

Club work

Possible teachers: Dora Willis and May Allen

See Miss Wight and write Miss Hill

Visit all club members

See junk dealers

Buy new plan books for Granville.

(Notes on this side of the page were additions in pencil as made from day to day)

(This sheet is inserted to illustrate item "d", as described on page 13 of the thesis)

Teaching Force

Name of School	Name of Teacher	Tel. No.	P. O. Address	Salary
Ore Hill	Miss Smith	189-4	Granville	$11.00
Center	Miss Jones	27-12	Tolland	$14.00
New Boston	Miss Brown	No tel.	Sandisfield	$ 9.00
Congamond	Miss Plummer	47-M (Westfield)	Southwick	$16.00

(This list is a fictitious list, but in actual field use all teachers in the Union would be listed in the manner shown above)

(This sheet is inserted to illustrate item "e", as described on page 13 of the thesis)

School Calender

Name of School	Began	Ended	No. wks.	Began	Ended	No. wks.	Began	Ended	No. wks.
Beech Plain	9-5	12-22	16	1-2	2-23	8	4-2	6-8	10

Note: The name of each school in the Union is entered in the column "Name of School", and as the terms proceed and the dates for beginning and closing are determined, entries are made in accordance. This sheet as tabulated above is the record for one school for a complete school year.

(This sheet is inserted to illustrate item "f", as described on page 13 of the thesis)

Committees

State returns

Wood for Stow school

Stove broken at Pleasant Street school

Maps needed

Congamond school trees need to be removed

Recommend re-election of Miss Bailey at same salary

Note: These items are entered from day to day as occasion brings them to mind. They are transferred to the "Committee" folder from this "General" folder sheet as explained on page 22 of the thesis.

(This sheet is inserted here to illustrate item "g" as described on page 14 of the thesis)

Teachers' Meetings

Read article "The Ideal Teacher"

Discuss physiology texts

Use of library books

Visiting day

Eye and ear test

Give eighteen monthly report blanks to each teacher.

Note: The above items are copied from actual data as made out in the field. This sheet is filed here rather than in the "Teachers' Meeting" folder so that it may always be at hand to receive notes. After a time this sheet becomes full of notes and is transferred to the "Teachers' Meetings" folder. A new sheet is then placed here.

(This sheet is inserted to illustrate item "h" as described on page 14 of the thesis)

Any Other Material

This sheet is not actually used in the "General" folder, but is here inserted in order that an explanation may be given of what is understood by "Any Other Material". What actually happens is that the material itself is inserted bodily in the folder and carried about until it has served its purpose. Some of the things which the writer has slipped into the back of this "General" folder have been:

A complete program of a coming teachers' convention to show all of the teachers.

Post card notices or letters concerning school matters which the State Board of Education has sent to the Superintendent and which each teacher should see.

Letters received or copies of letters sent which it may be very important to have at hand constantly for use as evidence or for instant reference.

(This sheet represents the third and fourth pages of the "General" folder which this entire Appendix B represents as shown in miniature in Appendix A.)

(This side of the sheet represents the third page of the folder and contains no entries. The fourth page of the folder, or reverse of this sheet, is likewise blank.)

A P P E N D I X C

Specimen Forms

Sample of monthly report form metnioned on page [illegible] of thesis

....., Mass. Public Schools.

(Name of Town.)

Report of ..... **School**

From ..... **To** ..... **For** ..... **Days.**

Date when report is made .....

Teacher.

1. Membership by Grades: I ..., II ..., III ..., IV ..., V ..., VI ..., VII ..., VIII ..., IX ...	9. No. Pupils not Tardy ...
2. Total Membership ...	10. Absence in Days ...
3. Aggregate Membership ...	11. Non-membership in Days ...
4. *Average Membership ...	12. Times Teacher was Tardy ...
5. Aggregate Attendance ...	13. No. Days School closed (state reason for closing) ...
6. *Average Attendance ...	
7. *Per Cent. of Attendance ...	14. Times Teacher closed School before end of session ...
8. No. Pupils not Absent ...	

15. No. of Visits: Committee, ...; Superintendent, ...; Others, ...

16. Pupils absent without good excuse (state number of days with each name and specify cases of truancy) .....

17. Pupils tardy without good excuse (state number of times with each name) .....

*Compute to two decimal places.

Answer ***every*** section above.

Place proof of 4, 6 and 7, on other side of this report.

Report the facts in case of Corporal Punishment

Report names of any pupils who have entered or left your school since the last report.

Report any misuse of books or supplies to the Superintendent.

Send list of supplies needed with this report.

Forward a report each school month to the Superintendent of Schools.

A P P E N D I X D

Specimen sheets

from a

"School" folder

Date of Visit	Time of Day	Hours	Total Hours
Wed. Feb. 9, 1916.	9:45 to 11	1¼	1¼
Wed. Apr. 12, 1916.	9:00 to 11	2	3¼
Mon. May 8, 1916.	2:00 to 3:30	1½	4¾
Thu. June 8, 1917.	8:30 to 11:30	3	7¾
Tue. Sept. 26, 1916.	10:00 to 11:30	1½	1½
Tue. Oct. 17, 1916.	1:30 to 2:15	¾	2¼

(This sheet represents the left hand page of a "School" folder wheh open. Data above are copied from a folder actually used, and include all data as made in the field for this one school from February to November 1916.)

(Specimen set of sheets to be used for collection of school data. Inserted here to illustrate item "d" as described on page 11 of thesis.)

Building:

Age: (give brief history)

Size: Exterior Interior

Painted: Ext? Int? When? Color?

Entry: Size? No. hooks?

Bell:

Floors: No. square feet? Material? Condition?

Walls: " " "

Ceilings: " " "

Lighting: No. windows? Size of lights? N. lights?

per window? Total no. square ft. lighting area?

Exposure? Height of window from floor?

Shades---color, kind, and condition?

Blackboards: Material? Size? Height from floor?

Heating: Method? Name and model of heater?

When installed? Condition? Size? of stovepipe?

Ventilation: Method? Details?

Furniture: Desks---report number, sizes, ages, adjustable or not, number not in use, available space for more desks, teacher's desk.

Book cases: Open or closed? Conditions? Position in room? Arrangement, content, and number of library books?

Cupboards: Give full data as to adequacy, condition, etc.

Supply rooms: Where located? How controlled?

Water: Source? How kept? Cups? Sink?

(Specimen sheet for collecting school data--page 2)

Woodshed and wood: Distance from heater? Capacity? Condition of shed? Wood used in a year---- amount, cost, kind, quality?

Toilets: Kind? Separate for boys and girls? Distance from schoolroom? Separated from school building? Condition---especially markings? How often cleaned?

Flag: Age? Size?

Maps: Age? Kind?

Dictionary: Author and edition? Condition?

Pictures: Give full data.

Grounds: Area?

Fenced? How?

Playground? Size? Apparatus?

Garden plot? Size? Possibilities?

Trees: Kind? Number? Location?

Note: Make a map of the grounds if possible--- draw to scale.

(This sheet is inserted to illustrate item "e", as described on page 17 of the thesis)

Teacher Data

1916-1-4 (date record was made)
Tolland (name of town) Center (name of school)

Smith, Mary A. (name of teacher)

Boards A. H. Hamblett ½ mile (distance from school)

No telephone Post Office, Tolland

Walks (how teacher reaches schoolhouse)

Graduate of Massachusetts Normal Art School

Experience:

Several years in grade work and supervising drawing in groups of towns.

Home address:

44 Clifton Avenue, Springvale, Mass.

Remarks:

Excellent teacher in every way.